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## ABSTRACT

This report describes 11 pilot projects which were initiated by the Connecticut Joint Teacher Education Committee (JTEC). The JTEC, which was created to administer two Public Acts established in 1968, consists of members of the Commission for Higher Education and members of the State Board of Education. The two Public Acts provide funds to establish pilot projects in teacher education. The JTEC set up an advisory committee representing a variety of interests to stimulate project ideas. The major part of this report is the description of the 11 pilot projects which were accepted for funding. Each project description includes theory, actual experiences, and, in some cases, a survey of the project's effectiveness. The projects concern merging theory and practice, the inner city, language and cultural differences, the handicapped, day care centers, junior high school students, individually guided education programs, the audio-tutorial technique of instruction, open classrooms, affective education in teacher training, and performance objectives. The report recommends that ideas which emerge from these projects be incorporated into the mainstream of teacher education in the state. It then lists those suggestions it feels would result in better teacher education in Connecticut. (MK)

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# Teacher Education in Connecticut

William H. Roe  
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THE UNIVERSITY OF CONNECTICUT

A report to  
The Joint Teacher Education Committee



"A teacher affects eternity;  
He can never tell where his influence stops."

*Ch. 20, The Education of Henry Adams . . .*

With the Teacher Shortage over  
We now have the opportunity . . .  
To emphasize quality over quantity . . .  
That's what leadership is all about!

# **preface**

## **TEACHER EDUCATION IN CONNECTICUT STILL AN URGENT MATTER**

In writing about a statewide project that has been going on for eight years we must acknowledge that more people have been involved than could possibly be mentioned. Literally hundreds of teachers, administrators, teacher educators and legislators deserve recognition. However, space limits us to giving special thanks to the Joint Teacher Education Committee, its Advisory Committee and Staff whose names are listed herein. They helped us rethink old ideas and better present new ones. Never satisfied, they prodded us to make this publication stronger and more lucid.

We appreciate their help. We believe we have captured the spirit and intent of their thinking. However, the final product — recommendations as well as defects — are our responsibility.

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**THE UNIVERSITY OF CONNECTICUT**  
Storrs, Connecticut  
April, 1975

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# joint teacher education committee

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# section I

## Teacher Education: An Urgent Matter

Teacher Education was an urgent matter in 1965 when the Connecticut General Assembly directed the Commission for Higher Education to "study and evaluate teacher training programs."<sup>1</sup> The ensuing two-fold report, prepared by the Commission with the assistance of the Academy for Educational Development was entitled *Teacher Education - An Urgent Matter*. It touched a raw nerve among college and university teacher educators by pointing out "the overall inadequacy of the preservice clinical preparation of teachers, both as to length and continuity of the clinical experience and with respect to the amount and quality of the accompanying supervision and evaluation..." Further, the report attacked "the lack of any planned continuity of program as between preservice preparation and the initial years of full time teaching."<sup>2</sup>

These and other similar allegations generated heated discussion among legislators, citizens, and professionals concerned with how best to prepare young people to do a superior job of teaching children and youth. As discussions continued, it became obvious that for too many years the public as well as professional educators, assigned responsibility (as well as blame) too narrowly: teacher training institutions were charged with sole responsibility for preparing teachers, just as school administrators were charged with the sole responsibility for supervising and upgrading teachers in service.

Over the years this unsophisticated thinking led to buck-passing and blame-hurling accompanied by vague feelings of anxiety when teachers didn't turn out to be as excellent as their professors and the community had hoped.

The truth is teacher education and teacher improvement can never be the sole responsibility of any single institution or agency. The teacher is too important a person for that! Teacher Education can succeed optimally only when the college, the local school, the community, the state — all share active responsibility in this important process.

## Connecticut: A Leader in the Team Concept!

Connecticut will hold a special niche in the history of American educational reform. It is one of the first states to encourage a program of collaboration and

partnership between the college and local school in teacher education activities. In 1968 the legislature took a key step in this direction by establishing Public Act 761 and later P.A. 230, two acts which provided special funds for local schools and colleges willing to work together on pilot projects to establish jointly supervised clinical experiences for both prospective and probationary teachers. As the official state body to administer these acts, the legislature established the Joint Teacher Education Committee comprising three members of the Commission for Higher Education and three members of the State Board of Education. Thus, the two major education agencies and their staffs were compelled to work together as a leadership force in the important area of teacher education.<sup>3</sup>

As a further effort to establish cooperation and increase communication at all levels, the Joint Teacher Education Committee, at the direction of the legislature, appointed an Advisory Committee composed of twenty members representing local schools, teacher education institutions and community and state organizations. The Advisory Committee, through members' natural contacts throughout the state and by holding regional and statewide conferences, workshops and discussions, stimulated teacher educators and local schools to work together to develop proposals for improving the clinical experiences of prospective and probationary teacher.<sup>4</sup> The Advisory Committee evaluated these various proposals on the basis of established guidelines and then recommended to the Joint Teacher Education Committee those they believed were most worthy of funding.

Since 1968, through the financial incentive provided by P.A. 761, eleven teacher education institutions, thirty-six local schools and more than three hundred and fifty prospective and probationary teachers have been involved in pilot projects aimed directly at teacher

<sup>3</sup> When the present plan for education was established in 1965, these two major state education agencies were given split responsibility for teacher education. The Board's responsibility was to oversee the certification of teachers and supervise elementary and secondary education, while the Commission's responsibility was to approve new teacher education programs and to accredit and coordinate higher education institutions in the state. This bifurcated division of responsibility frequently led to confusions, misunderstandings, and lack of real state leadership in teacher education.

<sup>4</sup> Particularly notable were the series of statewide conferences held in 1971. Major recommendations from these conferences were documented in two separate reports entitled: "Connecticut Conference: Teacher Education in the Seventies: January 1971 & August 1971."

<sup>1</sup> Section 39, Public Act 330

<sup>2</sup> The Commission for Higher Education (with the Academy for Educational Development), *Teacher Education - An Urgent Matter*, Hartford, Connecticut, October 1966, pg. 58.

education reform. The projects are described briefly in Section II.

### Evaluation and National Recognition

The projects did breathe new life into the thinking of some of our teacher educators. Representatives from local schools and teacher education institutions began to sit down with each other as partners and colleagues, many for the very first time. New ideas generated other ideas. A healthy number of these ideas have been implemented into action by the "seed money" provided through Public Act 761 as well as the combination of special efforts of dedicated educators.

The results of the model projects need not be measured just on the basis of the "good feelings" they generated among participants. Each project was required to make evaluation an integral part of the project process. In addition, during the early stages of project development, the Advisory Committee provided for a series of statewide evaluation workshops.

Beyond this, on two separate occasions the Joint Teacher Education Committee hired out-of-state evaluation teams to appraise the programs. The Harvard team report noted "our basic belief is that Public Act 761 is a remarkable and constructive piece of legislation that clearly deserves continued and strengthened support . . . Connecticut has acknowledged its right and accepted its responsibility for upgrading the quality of teacher education . . ."<sup>5</sup>

EXCELLENCE  
IN TEACHER  
EDUCATION

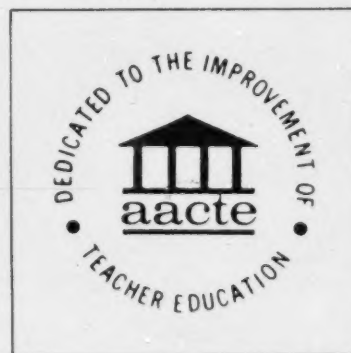
1973

DISTINGUISHED  
ACHIEVEMENT  
AWARDS — OF  
THE AMERICAN  
ASSOCIATION  
OF COLLEGES  
FOR TEACHER  
EDUCATION

The NEPTE Report established Connecticut's special place in the history of educational reform of the '60's and '70's. "With the creation of P.A. 761 (1967) the State of Connecticut became one of the first states to encourage a program of collaboration and parity between schools and colleges in teacher education activities."<sup>6</sup>

A later section of the report reads: "A most impressive effort in program development is evident in the multiple activities encouraged by those who implemented this act."<sup>7</sup>

Of particular note — two of the pilot projects gained national honor and recognition by winning Distinguished Achievement Awards from the American Association of Colleges of Teacher Education. The University of Connecticut-Teacher Education Centers in New Haven-Hamden and New London-Groton were named "outstanding" in the United States in 1969. The award praised the center programs for providing an unusual opportunity for prospective teachers to "participate in the social problems of the city and to appreciate the complexity of metropolitan educational problems." The University of Bridgeport project (Multiple, Alternative Program) received a similar honor in 1973 being cited as one of the most innovative and relevant teacher education programs in the nation for that year.



5 Harvard University Evaluation Team, David E. Purpel, Chairman: "A Report on Innovation in Teacher Education" February 1969

6 New England Program On Teacher Education, Roland Goddu, Chairman: "A Report: The First Five Years Activities Under Public Act 761 and 230." November 1973

7 *Ibid.*, p. 1

## section II -the model projects

### Merging Theory and Practice

Students and critics alike have charged that methods courses (on "how to teach") offer theories and concepts too abstract and too far removed from the day to day realities of the school classroom. A number of the early pilot projects made a special effort to bridge the gap between theory and practice by expanding pre-service methods courses to include real experience with real children in actual classroom settings.

One example is Wesleyan University's partnership with East Hampton, Glastonbury, Middletown, North Haven, Portland and West Haven. They attempted to correct the "too theoretical" methods teaching approach by including a five-weeks team teaching experience in a public school as an essential part of the methods courses.

The team teaching plan of organization provided for structured planning, observation and evaluation of teaching. It helped students to prepare units of instruction for their later practice teaching experience, to engage realistically in issues of choosing and organizing materials of instruction that could be used over an extended period of time, to facilitate close working relationships between school and university staff, and,

importantly, to permit greater involvement of student teachers in their own training.

A subsequent project designed by the New Haven Public Schools and Wesleyan turned over much of the instruction in methods of teaching to master teachers in the New Haven Public Schools who also served as cooperating teachers.

Eastern Connecticut State College with the Vernon and Ledyard Public Schools related theory to practice by developing "student teaching centers" in these communities where students were assigned for the entire semester and methods courses were taught right along with the student teaching.

To eliminate the old "copy cat" method of practice teaching, each student teacher was assigned to the school and worked with several cooperating teachers in the school system instead of only one. The college provided inservice workshops for cooperating teachers to help them improve their abilities in teaching and supervision. College faculty, school teachers and school administrators shared responsibility for student teaching instead of any one of these groups having sole responsibility. This project was so successful that Eastern has now institutionalized the "center" idea as their regular approach to student teaching.



### Focusing on the Inner City

A bold approach to making education more relevant and involved with social problems was the establishment of projects in urban centers to prepare students to teach in the inner city. At least five of the model projects concentrated their effort in this area.

The University of Connecticut, in cooperation with the New Haven and Hamden, New London and Groton schools established two resident teacher training centers which were designed to provide intensive inner city teaching and community experiences for their student teachers. Both residences included facilities for a



library and seminar rooms. The live-in feature of the projects enabled students to become fully exposed to and involved with the values, attitudes, and life-styles of the community and thus become more sensitive to the needs and concerns of school children and their parents. A strong advantage of the residence centers was that elementary, secondary and special education teachers lived together as a group rather than in isolation, thereby developing broader perspectives regarding the teaching and learning problems of a variety of children.

An essential concept of the projects was to utilize the total resources of schools, university and community in preparing preservice teachers. The students spent considerable time in social welfare agencies observing first hand the unique problems in the inner city. Also, community minority representatives, hired as part of the faculty, participated in planning the program and in teaching the student teachers.

In 1969 this project was presented the Distinguished Achievement Award by the American Association of Colleges of Teacher Education citing it as the outstanding teacher education project in the United States that year.



The University of Hartford and the Hartford Public Schools collaborated to create a carefully structured and supervised internship for urban school elementary teachers called "A Junior Year in Hartford." One full time University faculty member was assigned to each school, while other University specialists were made available on call to both student teachers and the schools. Thus the education courses took place "on site" where they could be quickly tested in practice.

In a follow up experiment to the Junior Year in Hartford, the University of Hartford continued full-time internships for undergraduate students in education in the Bloomfield Public Schools, thereby providing student teaching experience in both urban and suburban areas.

Central Connecticut State College collaborated with the Hartford Public Schools through a special project in the Barnard-Brown Elementary School. The project was designed in three phases: Phase I consisted of a summer workshop specifically for cooperating teachers from the school; Phase II was the actual clinical or teaching experience for student teachers at Barnard-Brown working with these cooperating teachers; Phase III was a formal evaluation session for all personnel involved in the project.

Western Connecticut State College and the Danbury Public Schools launched a double-barreled attack on improving preparation for teachers working with deprived children and providing a remedy for specific aspects of these children's academic deficiencies — particularly in communication skills.

Training activities were concentrated in arts and communications in an effort to discover effective methods for encouraging confident self-expression in children. A reading program utilizing the reading laboratory at the Morris Street School was made available to



participants. In addition, the student teachers tutored in the homes of the school children on a regular basis. The project thus served as a first step in making the Morris Street School a Community School by better integrating home and school environments.

Southern Connecticut State College and the New Haven Schools used the technique of micro-teaching in an effort to improve and refine the education of elementary teachers for inner city schools. Micro teaching is a

video taped teaching encounter scaled down in time so as to concentrate on a particular specific identifiable skill. The student plans his/her lesson with the intent of focusing on the teaching skill. It is taught to a small group of students. The teaching episode is video taped, and after the delivery the video replay is reviewed and the performance evaluated with objective instruments. Based upon the critique, the lesson is reworked and then retaught until the skill is perfected.

Student teachers in this project worked as interns in the New Haven schools for two semesters. The first semester included the micro teaching phase and required the student to work with small groups of inner city children under the guidance of a master teacher. By the second semester, skills and confidence had been developed to the point the student could work with larger groups of children in a regular classroom.

#### **An Emphasis on Language and Cultural Differences**

A major problem in many Connecticut city schools developed with the large influx of Puerto Rican families into the state. Children of these families often could not speak English and were not accustomed to life

in the continental United States. The teachers, on the other hand, spoke English almost exclusively, and held little or no knowledge of these children's native culture. It was not at all surprising that school life became such a frustrating experience that the dropout rate for these children was phenomenally high.

The Hartford schools in cooperation with Trinity and St. Joseph Colleges designed three separate projects specifically aimed at preparing prospective teachers to work with Puerto Rican children. The purpose of these projects was to show that exposure to the realities of Puerto Rican life both in this country and in Puerto Rico would create more effective and better motivated teachers.

A carefully phased student teaching experience was developed, geared specifically to the needs of Puerto Rican children. Phases of the program included observations of classes of Puerto Rican children in their schools; an orientation to life in Puerto Rico, concentrating on the relationship between Puerto Rican life in Hartford and the influences on the child's native Puerto Rican background; a direct study tour of life in Puerto Rico; a period of home visits with parents of the children whom the student teacher would have in the classroom; and, finally, a period of student teaching of Puerto Rican children in the same school where observations had been made.

### The Handicapped

Handicapped children make up over fifteen percent of the public school population. Probably, most prospective teachers do not receive the type of experiences which prepare them to meet the particular needs of these children. Several of the model projects dealt with handicapped children.

Eastern Connecticut State College in partnership with the Brooklyn Schools established a clinical program to provide opportunity for preservice teachers to learn how to identify children with learning disabilities, to work with these children in the regular classroom setting, and to work with the children and their specialists outside of the classroom setting.

Specific pupil groups addressed by the project included mentally retarded, visually handicapped, hearing disabled, learning disabled (rather than mentally retarded), remedial education pupils, language disabled



pupils, and exceptionally able students. The long range of this project was to show the value of this experience for *all* prospective teachers, regardless of their ultimate classroom assignment, making them sensitive to individual needs of children.

Western Connecticut State College cooperated with the Danbury Public Schools in an interesting project reaching emotionally and socially disturbed elementary school children. The project sought to increase the children's self-confidence through developing a sense of competence in art as well as positive relations with their teachers. The project provided an extended and improved laboratory experience for elementary education students to familiarize themselves with art materials and their particular use with disturbed children; in addition, the project served as an inservice program for art educators in the Danbury area.

The Simsbury Public Schools and Central Connecticut State College cooperated in a project to imbue teachers with greater sensitivity to the problems of exceptional children. Observation of and participation in special education classes took place at the beginning of the student's education program, rather than at the end of the student teaching phase of the preparation program. A member of the college staff was attached to the Simsbury Schools to serve as a supervisor, to insure relevance in college courses and provide better communication between the college and the schools.

An important outcome of the project was improvement in the ability of prospective teachers to choose whether they really wanted to be special education teachers or teachers in regular classrooms.



### Day Care Centers

The increasing importance of day care centers as truly educational and not merely baby sitting operations was recognized in two funded projects involving Saint Joseph College and the Hartford Day Care Center. Other agencies involved were the Hartford Board of Education, Greater Hartford Community Council and Hartford Social Service Department. The project attempted to improve existing staff at the Hartford Day Care Center and identify those staff members — teachers or paraprofessionals — with potential for more specific career training.

Members of the teacher teams included professional day care center teachers, administrators, volunteers, undergraduate prospective teachers, and graduate students in early childhood education. Emphasis was placed on the learning that each of these team members could gain from the other's experiences and backgrounds. A major goal was to break down the artificial barriers (engendered by special training programs for separate groups, e.g., aides, teachers, administrators, supervisory personnel, etc.). Further, the project attempted to help these team members to perform more effectively through the development of human relations and communication skills, and to demonstrate the importance of the relationship between community values and their day care programs.

A master teacher was assigned to the center. The master teacher provided demonstration teaching, observation of teachers, planned group conferences of parents and staff members, prepared curriculum plans and materials, and arranged visits of consultant specialists — all in close cooperation with the St. Joseph College faculty. Results of the project were disseminated to all





cooperating agencies and institutions and other day care centers in the community.

#### **The Junior High School Student**

Most educators have recognized the junior high school or middle school years are perhaps the most difficult for both students and teachers.

Eastern Connecticut State College and the Wethersfield Public Schools have attempted to confront the problems of educating teachers for junior high schools, particularly as they affect new methods and materials in the teaching of science.

Student teachers were assigned to a department rather than to a single cooperating teacher in an effort to reduce the often negative results of a student teacher simply trying to copy the style of the cooperating teacher. Weekly planning in teams allowed for student teachers to have a variety of classroom tasks for various blocks of time. Department heads and cooperating teachers were given released time for planning and evaluating lessons.

The student teachers had schedules which were flexible enough to provide them opportunities to work with a reading specialist, pupil personnel director, guidance counselor and social worker. In order to strengthen the abilities of all staff for working with each other in the project, sensitivity training sessions were carried on as an important part of the student teaching

experience. Skills and knowledge gained in human relations allowed for more open observation and analysis of teaching by teachers and student teachers. In addition, all teachers were involved in self-analysis through the use of audio and video-tape recording of lessons.

#### **Individually Guided Education Programs (I.G.E.)**

Many Connecticut schools have adopted the system of school program organization known as Individually Guided Education (I.G.E.). Unfortunately, in too many cases the teachers in these schools lacked the training in I.G.E. techniques to make best use of the system. Recognizing the situation, the University of Hartford in cooperation with the public schools of Bloomfield, Farmington and Windsor initiated an internship program to serve as a statewide model for training I.G.E. teachers. The program made a particularly important contribution by developing performance criteria for teachers which could be easily adapted to the I.G.E. system.

The Bridgeport Public Schools and the University of Bridgeport joined forces to create a teacher preparation program which emphasized the planning and implementation of individualized instruction for elementary school children.

Known as the "Multiple, Alternative Program" (MAP), the program was planned by both faculty and students. The project focused on identification of each

student teacher's goals, the design of alternative educational plans to meet these goals, and cooperative evaluation of achievement by both faculty and students. By going through a process of individualized teacher preparation, preservice teachers in this project became sensitive to the problems of identifying individual student needs and designing lessons to meet individual needs.

The project utilized a wide range of personnel as it directed its attention to a variety of educational problems. Such personnel included full and part-time university faculty, public school faculty, government representatives, community and business representatives and students with particular expertise in a relevant field.

The project did much to modernize that University's role in teacher education. It substituted a variety of experiences for conventional courses, moved university faculty out into the schools, made wider use of school personnel in teacher training, and used student as teachers of each other as well as learners from regular faculty. While the project concentrated on the develop-

ment of specific teaching strengths for meeting individual needs of students, it was also a model for wider utilization of available resources in the teacher education process.

This carefully constructed and well executed project won national recognition in 1972 when it was presented a distinguished achievement award by the American Association of Colleges of Teacher Education.

#### **Audio-tutorial Technique of Instruction**

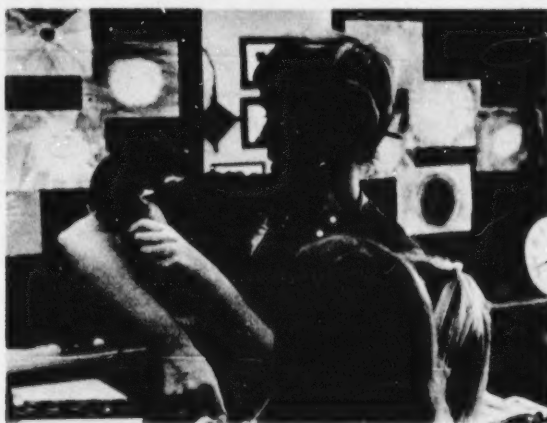
In spite of the rapid advances in media technology, many educators do not use media sufficiently or efficiently. Southern Connecticut State College in cooperation with the school systems of North Haver, and Branford developed a project to train prospective and probationary teachers in the use of media — particularly audio tape — for instructional purposes and to develop media programs for use by teacher education institutions in evaluating learning.

Particular tasks of the project were to develop positive teacher attitudes towards instructional technol-



ogy, to show teachers how to individualize instruction through the use of media, to help teachers to match their teaching objectives with the appropriate use of media techniques, and to show teachers how to use media for analyzing teaching and learning strategies and styles.

Audio materials developed in workshops were evaluated in terms of student achievement and student attitudes toward science and mathematics. Changes in teaching style resulting from these evaluations were used to revise the College's teacher education programs in mathematics and science.



### Open Classroom

A major statewide demonstration project on the open classroom was conducted by The University of Connecticut School of Education in cooperation with nine model programs across the state. This provided an opportunity for teachers, administrators, school board members, and parents to analyze these programs and observe the variety of forms the open classroom may take. The open classroom concept embodies a spirit of openness to study content of new ideas, procedures and classroom organizations. It concentrates on the interest and styles of individual learners essentially changing the role of the teacher from director to facilitator.

Cooperating schools included the Aiken School, West Hartford; East Farm School, Farmington; Hopewell School, Glastonbury; Ridge Road School, North Haven; Whitby School, Greenwich; and four Hartford schools, each of which had a well established open classroom program. All schools provided three two-day visits including an orientation session before the actual classroom observation. The classroom observation was fol-

lowed by a post-observation discussion and evaluation session with teachers, student teachers and administrators responsible for open classroom programs in the schools.

### Affective Education in Teacher Training

A project developed by Wesleyan University and the Middletown Public Schools attempted to respond to student unrest by instilling in high school teachers a greater appreciation of the student value conflicts caused by our changing society.

The project was conducted in two concurrent phases. The first phase was a clinical phase in which student teachers and supervising master teachers worked with ninth grade social studies classes to identify and clarify values and attitudes in such areas as community planning, decision making, leadership and the drive for success.

The second phase was a workshop which involved teachers and supervisory personnel from two high schools and student teachers from Wesleyan's teacher preparation program. Issues explored in this phase included assessment of the potential for affective education in the schools and self-examination of attitudes which might prohibit effective relations with students. The workshop utilized a variety of group process and individual learning techniques, including role playing in simulated situations and video-tape playback presentations of experimental classes to provide material for teacher self-evaluation.

The project concentrated on the identification of attitudes and attitude change on the part of all participants. An important outcome of the program was the implementation of a new course at Wesleyan — "Explorations in the Black Experience" — developed jointly by the Middletown Schools and Wesleyan.

### Performance Objectives

What makes a good teacher? What are the most important qualities needed to develop good teachers? Are there (m)any better ways to prepare teachers? Who should be responsible for such preparation? Are different types of teachers needed for different types of communities — urban, suburban, rural?

These questions have been asked by educators for many decades, but answers have too often been simply opinions or impressions. From 1972 - 1974, the Joint Teacher Education Committee funded three Connecticut colleges and six communities who proposed a joint project designed to obtain hard answers to these

questions. Partners in this joint effort were the University of Bridgeport and the Bridgeport and Norwalk Public Schools, Eastern Connecticut State College and the Ledyard Public Schools, and Wesleyan University and the public schools of Middletown and Middletown-Durham Regional District #13.

As a result of this cooperative project, three pilot teacher education centers have been established which will provide models of preservice and inservice teacher preparation and evaluation for urban, suburban, and rural school systems. In addition, a clearing house for gathering and updating information on teacher preparation and evaluation was created and is now housed at Wesleyan University. The Centers and the clearing house are working on three major tasks:

- (a) developing a catalog of specific teacher performance evaluation criteria for use by local school systems,
- (b) developing ways to apply such teacher performance criteria in various types of communities and at various grade levels, and
- (c) developing means for utilizing better the resources of schools and universities in cooperative programs of professional improvement through the use of systematic teacher performance evaluations.

These concepts were further improved and refined in 1974-75. The Joint Teacher Education Committee designated all grant money for that year for college-school projects that would further develop performance criteria for teachers and concentrate on the competency based teacher education concept.

The University of Hartford working with Bloomfield and Windsor faculty established a college credit workshop for selected cooperating teachers in the

system to identify competency skills necessary for successful teaching. At the same time, cooperating teachers were assigned student interns upon whom they would test competencies and with whom they could develop the skills.

The University of Connecticut joined forces with the New Haven schools to establish a professor-teacher inservice education team which first conducted a needs assessment for beginning teachers and then developed and directed a competency based teacher education program for beginning teachers leading to a Master's degree and permanent certification.

Central Connecticut State College with Bloomfield, East Granby and Middletown involved a statewide group of agencies in a study of competency based teacher education leading to a possible alternative method of state certification. As a companion to the project they tested some of their findings on student interns working with the Shanti School. The Shanti School provides a well established alternative to the regular high school program in the Hartford area.

In all, the Joint Teacher Education Committee has funded projects involving eleven teacher training institutions, thirty-six local schools, and three hundred and fifty prospective and probationary teachers in innovative clinical settings. Individual projects focused on crucially important and diverse issues in education, such as, teaching in the inner city, working with children who show language and cultural differences, handicapped children, day care centers, junior high school students, autotutorial techniques, open classrooms, affective education, and the development and use of performance objectives in competency based teacher education.



## section III - proposal for action



### Teacher Education - Still an Urgent Matter

It would be most satisfying to say that these model projects through their demonstrated success and general acceptability have changed the face of teacher education in Connecticut...or, to imply that they generated so much excitement and stimulated new energy toward improvement that now at last the clinical experience for prospective teachers may be pointed to as a national model. Unhappily, such is not the case! We still have a long way to go. Not all teacher educators are searching for new ways or listening to new ideas about teacher training. Some (fewer to be sure) continue to march to their own drum beat — a drum beat which sounds as monotonously irrelevant as ever. The students who participated in the projects praised their experiences by using such words as "relevant," "practical," "intense." In too many cases this is where the action stopped. As the NEPTE Report points out, there is evidence the "colleges have not gone out to pick up the threads of what was learned by the experience, what was learned by the students, and what was learned by a better clinical setting."<sup>8</sup> Consequently, we are convinced that reforming teacher education is still an urgent matter — as urgent as ever!

This does not mean to imply that all projects should be emulated on a statewide basis. Far from it. Few projects could be called unqualified successes. However, all projects through their successes and their

failures alike have contributed to the building of a blueprint which can give direction to the state on how the education of preservice and probationary teachers can be improved.

### Where do we go from here?

We have had a statewide effort to encourage courageously innovative people from both colleges and local schools to try out their ideas on improving teacher education. What is needed now is a statewide effort to incorporate the good ideas that these projects generated into the mainstream of teacher education in the state. Again, as asserted in the NEPTE report: "The new challenge may be to find ways to continue to reach out to include and to encourage new leaders."<sup>9</sup>

What can be the outreach for these model projects? What is a blueprint for action that can be translated from a review of the projects that have been funded? The following suggestions, we think, would provide the step to bring about top quality teacher education in Connecticut.

(a) Connecticut must develop a cadre of "master" cooperating teachers in the local schools as well as student teacher supervisors from the teacher education institutions. This cadre must include the most capable teachers specifically prepared for this type of supervision. In addition, they should have reduced teaching loads and should be compensated beyond their regular salary. To develop a nucleus of master teachers and

<sup>8</sup> *Ibid.*, p. 60

<sup>9</sup> *Ibid.*, p. 60

student teacher supervisors for the state, the General Assembly could support a major summer institute each year for the next five years. This institute could be sponsored by the Joint Teacher Education Committee and should substantially involve — as partners — faculty from teacher education institutions along with recognized master teachers in local school systems having outstanding inservice and preservice programs. The development of such an institute would be a significant step in multiplying crucially needed master teachers for preservice and inservice education.

(b) The faculty of teacher education institutions should extend their participation in teacher education beyond the confines of the campus. Their load should be so budgeted that they would be available not only to student teachers or interns but also to participate in such local school activities as curriculum committees, professional workshops, inservice education programs and community service.

(c) Boards of education should set aside a greater percentage of their budget for the purpose of improving teaching through demonstration, experimentation and inservice activities. This should include providing sufficient staff to work with teacher education institutions in offering satisfying clinical experiences for prospective teachers as well as exciting inservice education programs for regular teachers.

(d) The local school district should designate a student teaching coordinator in every school. The coordinator would unify student teaching experiences in that school and provide a quality base for supervision and inservice assistance.<sup>10</sup>

(e) College and school district should view student teaching as a team experience — shared responsibility, shared involvement, shared feedback and evaluation — regardless of whether they are participating in a model program.

(f) There should be regularly planned colleague seminars and workshops during the student teaching semester among the college supervisor, cooperating teacher and student teacher.

<sup>10</sup> Right now the diversity of approaches to student teaching by various teacher training institutions at the local school appears almost chaotic. The school leaders who do wish to improve their clinical opportunities are often in a quandary because of differences in starting dates, number of weeks in school, procedures, philosophy and amount and quality of professional follow-up.

(g) School administrators and teachers of the school who work closely with campus personnel during the clinical experiences of prospective teachers should participate formally in the recommendation for certification of those teachers.

(h) Performance on the job of both new and old teachers should be a continuing concern and responsibility of the college as well as the local school authorities. By the same token, local teachers as professional practitioners should have continuing input on the teacher education institutions oncampus program.

(i) Student teaching must be full time for at least one college semester with total commitments to the school and faculty where the teaching is performed. Any other plan is deficient, if not actually misleading, in that it does not provide the student with an adequate concept of his or her role as a teacher.

(j) The State of Connecticut should be divided into regions which would be designated as Regional Teacher Inservice Centers. Teachers and schools in these centers would develop particular programs and/or experiments, which could be observed by teachers from other schools. Individual schools, depending upon their initiative to serve on the "cutting edge," would be given additional state subsidy to support special staff, laboratories and instructional aids for preservice and inservice education and to provide a site for experimentation, teaching demonstrations and clinical experiences. They would have working agreements with teacher education institutions who would assign staff as "Scholars in Residence."

(k) A clinical experience for prospective teachers should also include experiences which deal with relevant social problems in the community.

(l) Because of the special nature of cooperative endeavors, the State of Connecticut should provide special funds to support local schools and colleges in the partnership efforts to develop interesting inservice programs for regular faculty and design meaningful clinical experiences for prospective and probationary teachers.

(m) During the clinical experience the student's program should emphasize the development of teaching competency by any and all means available, including micro-teaching for improving certain fundamental behaviors. Further techniques would include use of critical incidents, films, recordings, and seminars with master teachers and clinical professors discussing crucial professional issues.

(n) The State of Connecticut should consider the establishment of a year's internship which would constitute a fifth year of clinical preparation before granting the provisional certificate. The intern might be assigned to a local school and paid fifty percent of a first-year salary for a two-thirds teaching load. Each intern would have a committee composed of a master teacher and a clinical professor who would help develop and evaluate the intern's competencies during the year.

(o) Each teacher education institution should have assigned to their teaching faculty "Adjunct Professors" who are master teachers in local schools. These Adjunct Professors would team with the college faculty in program planning and in teaching those education courses where it is so important to tie the practice with the theory, or bring reality to a philosophy.

(p) There should be an extended sequence of laboratory experiences in the education of a prospective teacher, i.e., (1) during the freshman and sophomore year the prospective teacher should show evidence of leadership or tutorial experiences with children, (2) junior year - special small group mini-teaching experiences should be connected to the methods classes, (3) junior or senior year prior to student teaching - micro-teaching projects with video replay for development of special teaching skills, (4) senior year - a complete semester of student teaching assigned full time to a local school, (5) full-time intern as fifth year.

(q) Finally, the State of Connecticut must amass its strength to develop workable and effective models, involving schools, communities and preparing institutions, in the inservice and post degree aspects of teacher education to stimulate experienced teachers toward improved performance and self fulfillment.

If the projects revealed anything, it was that not much can happen to improve teaching within a given school if the administration and faculty are not supportive - open and receptive to improvement. Fresh ideas and enthusiasm of new teachers can often breathe new life into a given faculty. By the same token, the spirits of these new professionals can be quickly "squashed" by tired "old hands."

This presents a real problem to our schools today. With the tapering off of demand, fewer new teachers are entering the profession; consequently, the teaching profession is becoming older; less mobile and more expensive. Connecticut must take definite steps to protect its investment. One of the best ways to afford that protection is through retraining for continual and growing effectiveness.

#### **Our blueprint summarized**

We advocate the immediate development of a statewide cadre of master cooperating teachers and teaching supervisors to be developed in a continuing major summer institute sponsored by the Joint Teacher Education Committee, funded by the General Assembly and trained by recognized master teachers and supervisors throughout the state.

We advocate that the state provide special funding to support a partnership model of preservice and inservice supervision and development. Within that model we advocate the concepts of "Scholar-in-Residence" and "Adjunct Professor," and we further advocate reduced teaching loads for these professionals.

We advocate the assignment of shared responsibility for regular, planned evaluation of performance of both preservice, probationary and veteran teachers in school as well as the performance of teacher educators on campus.

Finally, we advocate:

1. The designation of a coordinator for student teaching in every school,
2. the requirement of a full-semester-full-time student teaching (with relevant experience in the community preceded by a variety of realistic clinical experiences beginning in the freshman year), and
3. the requirement of a fifth year's internship for a prospective teacher.

All of the above suggestions, we advocate, should be effected through carefully established Regional Teacher Inservice Centers throughout the state.